DOCUMENT RESUME

ED 188 354 EC 124 055

TITLE	Single Skills Training Courses--E.S.E.A. Title IV-C. Final Evaluation Report.
INSTITUTION	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Jan 80
NOTE	60p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Competency Based Education; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Program Descriptions; Program Evaluation
IDENTIFIERS	*District of Columbia; *Single Skills Training Courses

ABSTRACT

The document--over half of which consists of appendixes--presents the final evaluation report of Single Skills Training Courses, a project designed to provide short inservice training modules to teachers and administrators in the District of Columbia in the areas of competency based curriculum implementation and the mainstreaming and teaching of handicapped children. Aspects covered include project background and objectives, evaluation, and results. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey. The average course enrollment was 14.5. Participants perceived the courses as being valuable and enjoyable, and 86% of the participants earned recertification credit. (DLS)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SINGLE SKILLS TRAINING COURSES E. S. E. A. TITLE IV-C

Final Evaluation Report

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VINCENT E. REED
Superintendent of Schools

January 1980

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SINGLE SKILLS TRAINING COURSES

Final Report

1979

Prepared by
Division of Research and Evaluation

MAR 19 1980

SINGLE SKILLS TRAINING COURSES

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SUMMARY

Title

Single Skills Training Courses

Project Director

Lucille Leisner

Project Location

Bruce-Monroe Elementary School

Target Population

Teachers and administrators of public and non-public schools in Region V of the District of Columbia Public Schools and other educators and community persons on a space available basis.

Background

The project was established to meet the staff development needs of Region V personnel especially in the areas of CBC and education of the handicapped. This year, the courses were offered during the first two weeks of summer vacation.

Description of the Project

Project is characterized by: (1) Concise three hour in-service modules; (2) topics related to CBC, education of the handicapped; and (3) the opportunity for participants to earn 1/5 recertification credit for each course completed.

Evaluation

The evaluation is designed to measure the management and instructional components of the Single Skills Training Courses project.

Findings

1. Single Skills Training Courses were attended by representatives from the District with the majority from Region V where over half its schools were represented.
2. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey.
3. The average course enrollment was 14.5.
4. All courses offered were related to CBC and/or education of the handicapped.
5. Most participants found out about the courses through course announcement notices and course description pamphlets.
6. Complete materials were on file for each course.
7. Behavior objectives and skill mastery requirements were presented for each course.
8. A spot check of courses showed adherence to course plans and outlines.
9. Participants perceived the courses as being valuable and enjoyable.
10. Eighty-six percent of those attending courses earned recertification credit.

Conclusions

1. The Single Skills Training Courses met staff development needs in Region V.
2. The management objective of offering at least 12 different in-service modular courses in areas related to CBC and education of the handicapped was met.
3. The instructional objective of demonstrating skill mastery was met by at least 87% of the participants.
4. Participants liked the courses and viewed them as being valuable.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the SINGLE SKILLS TRAINING COURSES (SST) is to provide short, concentrated training modules of 1/5 credit each, in the areas of Competency Based Curriculum (CBC) implementation and mainstreaming.

Needs - It is the goal of the District of Columbia Schools to have CBC in operation in all classes of all schools by September, 1979. It is mandated by Public Law 94-142 that services for handicapped children be provided in the least restrictive environment which in many cases means mainstreaming. Not all teachers feel adequately prepared to meet these two new challenges - CBC implementation and mainstreaming. Region V is meeting these needs through staff development including the Single Skills Training Courses described here.

History - The staff of Region V, upon assessing the needs of the Region found the number of staff development days allotted in the school calendar was not sufficient to meet the in-service training needs of the teachers. They identified special needs in the areas of training for CBC implementation and mainstreaming. In December, 1977, an ESEA Title IV, Part-C proposal was submitted to allow for the training in a specified way, i.e. through the SST courses. A project director was selected in February 1979. For the first year of implementation, 1978-79, the Single Skills Training Courses were offered during the first two weeks of summer vacation. During the second year of operation, 1979-80, courses will be spread throughout the year.

Description of the Project

Target Population - The program is set up to offer staff development courses to public and non-public schools teachers from Region V. Teachers from other regions and community persons are accepted on a space available basis.

Management

Courses - Teachers were asked to identify specific topics in the areas of mainstreaming the handicapped and implementing CBC for inclusion in the single skills project. From these suggestions, course descriptions were developed which were submitted for in-service program approval and for granting of academic credit. Topics to be presented were organized into a course description and schedule. Flyers containing this information were sent to the Region V schools.

Instructors - Instructors were selected who had the necessary credentials to teach the subjects in the module areas. They were provided with guidelines that specify procedures to be followed. (See Appendix A).

Credit - Participants earn 1/5 recertification credit for each course successfully completed. Fractions of credits are accumulated until one full credit has been earned. Participant credit is tabulated and reported to the Board of Examiners.

Instruction

Course Description - Each course was developed according to its own specific objectives. Materials used and types of experiences provided vary according to type of course and the goals and teaching style of the

instructors. There is an overall standardization in the planning for the in-service activities. (See Appendix B).

Evaluation - Each course is evaluated in two ways: (1) content mastery and (2) the value of the course. (See Appendix C).

Stated Objectives

A. Management

By the end of the 1978-79 school year, Region V will have offered at least twelve (more or less, depending upon enrollment) different in-service, modular courses in areas related to CBC and the education of the handicapped as evidenced by the following material on file for each course: name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. The material shall be available for examination by evaluators and monitors. (Modules may be repeated several times if enrollment warrants.)

B. Instructional

After completion of three hours of instruction, each participant in a modular course will demonstrate his/her mastery of skill taught at a level, and through the mode specified for each course in its announcement.

EXTERNAL EVALUATION DESIGN

The external evaluation is designed to measure the two objectives, management and instructional, to determine the degree to which they were met, to determine the success/effectiveness of the project and to examine certain aspects pretaining to exportability.

Evaluation Activities of the Management Component:

1. A review of enrollment lists to determine representation by regions and levels.
2. A review of needs assessment survey to determine the number of respondents checking items to show interest in specific topics.
3. A comparison of courses offered and results of the needs assessment survey to determine the percentage of courses offered which represent respondents' preferences.
4. An examination of the number of courses offered and the number enrolled to determine the mean number of participants per course.
5. A review of course outlines to determine the relationship of courses to CBC and the education of the handicapped.
6. An analysis of the participant survey to determine nources of information about the SST courses.
7. A review of material on file to determine competencies as listed in the management objective.

Evaluation Activities of the Instructional Component:

1. A review of course descriptions to determine whether behavioral objectives were presented for each course.
2. An examination of instructors' plans to determine whether mode and level for demonstration of skill mastery were specified.
3. A spot check of courses to observe whether specified plans were being followed.
4. A review of questionnaires to determine the percentage of enrollees responding.
5. An analysis of participants' evaluation of course effectiveness to determine the percent of agreement and disagreement with each statement.

6. A review of comments and suggestions made by participants to obtain a subjective view of course effectiveness.

7. A statistical analysis of two instructors' pre-post knowledge examinations to test for significance of the difference at the .05 level to determine knowledge gained.

8. A review of participants' attendance and credit earned to determine the percent earning credit as an indication of skill mastery.

Exportability - Items discussed are those of particular relevance to this project - Learner Involvement and Personnel.

RESULTS AND DISCUSSION

Management Component

Enrollment Representation - The Single Skill Training (SST) courses were proposed to meet Region V staff development needs. Teachers from other regions and community persons were offered the opportunity to attend on a space available basis.

Enrollment data reflect achievement of this purpose. Twenty-three schools, regions and special programs were represented. (See Appendix D). Over half the schools in region V were represented. Although most of the enrollees came from all levels of Region V schools as planned, there was some representation from other regions in the District. (See Table I).

TABLE I

ENROLLMENT REPRESENTATION OF SCHOOLS AT
SINGLE SKILLS TRAINING COURSES
BY REGIONS AND LEVELS

Region

Level	Region I	Region II	Region III	Region V	Region VI	District Wide	Total
Elementary	1			11	1		13
Jr. High			1	2	1		4
Sr. High				1			1
Special Programs		1				4	5
Totals	1	1	1	14	2	4	23

From the 23 schools, regions, and projects, 42 individuals enrolled to take courses. (See Table II). Again, these data show results of SST's attempt to meet Region V's staff development needs.

TABLE II

ENROLLMENT REPRESENTATION OF INDIVIDUALS
AT SINGLE SKILLS TRAINING
COURSES BY REGIONS AND LEVELS

	Region						
Level	Region I	Region II	Region III	Region V	Region VI	District Wide	Total
Elementary	1			24	1		26
Jr. High			1	4	2		7
Sr. High				1			1
Special Programs		1				7	8
Totals	1	1	1	29	3	7	42

The benefit accrued to Region V is reflected not only in the number of individuals taking courses but in the number of different training modules in which they were enrolled, since many individuals took more than one course. (See Table III)

TABLE III

ENROLLMENT REPRESENTATION IN COURSES AT SINGLE SKILL TRAINING COURSES BY REGIONS AND LEVELS

Level	Region I	Region II	Region III	Region V	Region VI	District Wide	Total
	Region						
Elementary	5			159	17		181
Jr. High			10	21	16		47
Sr. High				1			1
Special Programs		3					32
Totals	5	3	10	181	33	29	261

Courses

Needs Assessment - In order to determine which topics would be useful to interested teachers, needs assessment surveys were distributed. (See Appendix E). A second survey supplemented with additional titles from ideas suggested on the first survey was distributed for further focusing of target topics.

The 23 combined returns yielded the information in Table IV which shows the total tally designating interest in topics. The total is greater than 23 because many respondents checked more than one title.

TABLE IV

RESULTS OF NEEDS ASSESSMENT SURVEYS

Number of Respondents Checking This Item	Suggested Titles
1	How to Construct Behavioral Objectives
2	Building Hierarchies with Objectives
2	Using Learning Activities that Agree with Objectives
5	Using Assessments that Agree with Objectives
5	How to Manage a CBC Classroom
8	Record-keeping in a CBC Classroom
12	Strategies for Individualizing Instruction
7	Classroom Management for an Individualized Science Program
5	Teaching the Skill of Observation
2	Teaching the Skills: Identifying, Naming, Describing
3	Teaching the Skills: Demonstrating, Distinguishing, Ordering
4	Teaching the Skills: Stating a Rule, Applying a Rule, Constructing
6	Defining the "Handicapped Student"
3	Task Analysis - How to Break Down a Skill
2	"Communication" Professional to Professional
11	Constructing Learning Centers
7	Using Media Kits Effectively
5	Identifying Student Learning Styles
2	Interpreting P.L. 94-142
3	Useful Interpretation of Test Scores
4	Techniques for Effective Mainstreaming
Total 99	

Courses Offered - Based on the needs assessment and the availability of qualified instructors, 18 courses were selected to be offered over a two-week period. (See Appendix F). These courses represented the preferences of 72% of the respondents to the needs assessment survey.

Enrollment in Courses - Enrollment for the 18 courses totaled 261, a mean of 14.5 per course and a range from 7-24. (See Appendix G). This represented 42 individuals, some taking multiple classes.

Relationship to CBC and Education of the Handicapped - An examination of course titles, descriptions, and instructors' objectives for their relevance to CBC and the education of the handicapped showed that all courses offered were related to these areas. (See Appendix H). Five of the courses were specifically related to CBC, five were specifically related to the education of the handicapped, and eight were related to both areas.

Course Publicity - A variety of methods were used to inform school personnel of the Single Skills courses. For example, one announcement answered the questions - What? Who? When? Requirements? How? and Credit? (See Appendix I). Participants reported on their source of information on an instrument designed to assess the management and instructional objectives of the SST courses. (See Appendix C). Sources of information about SST courses are included in Table V. Participants completed the instrument for each course. If a participant took six courses, that individual filled out six questionnaires. Therefore, the numbers listed in Table IV include multiple responses.

TABLE V

SOURCES OF INFORMATION ABOUT
SINGLE SKILLS TRAINING COURSES

Source	Number of Responses
Course announcement notice	131
Course description and schedule pamphlet	118
Daily bulletin	19
Another teacher	61
Other	0
Principal	21
Staff meeting	9
Region V Office	4
Miscellaneous	4

Participants also reported on their preferences concerning course scheduling. In response to the question, "If these courses had been offered during the school year after school, would it have been more convenient for you? Fifty-three participants checked "yes" and 57 checked "no".

Material on File - A portion of Objective A states that the following material will be on file for each course: Name of the instructor; course syllabus; class records; date and time of class meeting; and participants' evaluation of the course. The Title IV-C Evaluation Unit reviewed all records and determined that they were complete.

Instructional Components

Course Descriptions - The following 18 descriptions give evidence that behavioral objectives were presented for each course. They were included in the course descriptions that were distributed to schools and regional offices.

"Classroom Management for Individualized Science"
Using science kits, books, classroom objects and organisms found in and around school grounds, participants will individualize science activities through construction of a system of at least four stations for use in their classroom by their students.

"Individualizing Instruction through the Flexible Grouping Technique"
Given a series of activities on individualizing instruction, participants will construct a plan for a program using four to six groups within a classroom for a class period of 45 to 60 minutes. The plan will be in at least one discipline on two levels and must meet 3 of the 4 set criteria.

"Individualizing Instruction through Learning Centers"
At the end of the course, each participant will be able to describe learning format for learning centers, distingush between uni-disciplinary and multi-disciplinary centers and construct a learning center.

"Effective Use of Multi-media materials for Individualizing Instruction"
At the end of this class, each participant will demonstrate the proper operation of at least three pieces of audio-visual equipment which may be used for whole class or individualized instruction, design at least one visual or audio/visual activity for use in a special subject area and observe commercially produced multi-media kits to infer their practical application to his individual classroom situation.

"Identifying Student Learning Styles"
At the end of the class period, each participant will be able to identify and describe at least five student learning styles and five teaching styles, analyze one of his current teaching units to determine its teaching styles, and match them with student learning styles for most effective instruction.

"Making Bulletin Boards Funcational"

At the end of this class, participants will be able to construct a functional bulletin board using creative display techniques - arrangement, color, proper lettering - to enhance a meaningful learning environment.

"Constructing Behavioral Objectives Using the Nine Action Words"

Upon completion of this course, participants will be able to construct behavioral objectives using the nine action words.

"Constructing 'Agreeable' Instructional Systems"

Upon completion of this course, the participants will be able to construct a Tyler Triad, in performance agreement, starting with any of its three components: behavioral objectives, instructional activities, assessment tasks.

"Teaching the Skill of Observation"

Each participant will demonstrate the skill of observing by identifying, naming, describing, ordering, and distinguishing objects. The observations will be reported both orally and in writing. (Participants will be pre- and post-tested.)

"Managing a CBC Classroom"

At the end of the class period, each participant will be able to use the instructional objectives from his Form A to construct learning hierarchies, and demonstrate how these may be used to diagnose student competencies and record individual student progress. (Participants will be pre- and post-tested.)

"Interpretation of Norm-Referenced Test Scores"

At the conclusion of this module, participants will be able to distinguish

between norm-referenced and criterion-referenced tests, compare similarities, define what is measured by achievement test batteries, interpret norm-referenced test scores, and describe how norm-referenced tests are used in the city-wide program.

"Interpreting P. L. 94-142"

Given an overview of Public Law 94-142, each participant will be able to identify the key components and concepts of the law, and define his responsibilities under it. (All participants will be pre- and post-tested.)

"Defining and Identifying the Handicapped Student"

Given instruction and research, participants will be able to define and identify students in each handicapping condition area according to P. L. 94-142 with 85% accuracy.

"Techniques for Mainstreaming the Handicapped"

Upon completion of this course, participants will be able to define specific Special Education terms pertaining to mainstreaming, describe procedural aspects of mainstreaming handicapped students, and develop a classroom environment conducive to educating handicapped students in the mainstream.

"Teaching Methods for Students with Special Needs"

Upon completion of this course, participants will be able to identify and define student problems, identify and describe the components of the teaching-learning process that provide for positive teacher-student interactions, and utilize specific teaching methods and techniques in their classroom.

"Preparing an I. E. P."

Upon completion of this course, participants will be able to discuss critically the impact of P. L. 94-142, interpret terminology relevant to the

I. E. P., construct appropriate and sequenced annual goals and short term objectives, and prepare an I. E. P.

"Task Analysis: How to Break Down a Skill"
Upon completion of this course, having been given instructional activities in several analytic techniques, participants will utilize the most appropriate method to construct a task analysis for a given skill.

"Behavior Management Techniques"
Upon the completion of this course, participants will be able to identify behavior assessment instruments, construct and implement behavior assessment instruments, describe behavior management techniques and apply these techniques to situations.

The 18 descriptions give evidence that behavioral objectives were presented for each course.

Plans for Courses - Each course instructor developed specific plans for in-service program activities. All plans were examined and were found to include the mode by which skill mastery would be demonstrated. Descriptions of the proposed level of accomplishment varied according to the needs and format of the course. Following are some examples of stated levels of accomplishment from instructors' plan:

"Given instruction and research activities, participants will be able to define and identify students in each handicapping condition area according to Public Law 94-142 with 85% accuracy."

"At the end of this class, each participant will demonstrate the proper operation of at least three pieces of audio-visual equipment which may be used for a whole class of individualized instruction, design at least one

visual or audio/visual activity for use in a special subject area and observe commercially produced multi-media kits to infer their practical application to his/her individual classroom."

"Each participant will demonstrate the skill of observing by identifying, naming, describing, ordering and distinguishing objects. The observations will be reported both orally and in writing."

Adherence to the Plans - In order to verify that stated plans were followed, spot checks were made at three courses:

DATE	TITLE OF COURSE
June 21, 1979	"Identifying Student Learning Styles"
June 22, 1979	"Behavior Management Techniques"
June 26, 1979	"Managing a CBC Classroom.:

Specific plans for in-service activities for these three courses were used as guides. (See Appendix J.) The Title IV-C Evaluation Unit examined the congruence between the stated plan and the actual instructional procedures.

Elements of the stated plans that were observed include the following examples:

1. Objectives - Instructors provided participants with objectives written on a chalk-board at the beginning of the session.
2. Description - Examples were observed of identification of specific behaviors, demonstrations of different teaching styles, and learning hierarchies.
3. Materials - Examples were observed of a film, charts, and handouts.
4. Experiences - Enrollees participated in discussions, role-playing, and constructing hierarchies.
5. Evaluation - Enrollees were observed constructing products related to course objectives. In one course that was observed a pre- and post-evaluation instrument was administered.

The analysis showed that there was congruence between the stated plans and the observed instructional procedures.

Participant View of Instructional Objectives - Three methods were used to measure participants' assessments of the instructional objectives: two from a questionnaire and one from instructors' pre-post evaluation instruments.

Questionnaire - The individual course evaluation instrument was designed to measure the instructional and management objectives of the project. (See Appendix C). The instructional section consisted of two parts - an opinion check list and a request for suggestions for improvement.

The questionnaire was collected from 248 respondents which represents 95% of those enrolled.

Participants in each course were asked to respond to nine statements rating the value of the workshop on a five-point continuum from "Agree Strongly" to "Disagree Strongly."

In general, participants responded favorably. See Table VI.

TABLE VI

Participants' Evaluation of Course Effectiveness

This workshop:	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly
1. was just what I expected.	84%	14%	1%	*	*
2. required active participant involvement.	93%	6%	-	*	-
3. accomplished its listed objectives very well.	90%	8%	2%	-	-
4. required a reasonable amount of homework for me.	78%	11%	2%	2%	6%
5. would be of great value for others in my building.	92%	6%	2%	*	-
6. was a stimulating experience.	93%	6%	-	1%	*
7. was practical.	94%	6%	-	-	-
8. should be offered repeatedly.	90%	9%	*	*	-
9. will help me in my job.	93%	7%	*	-	-

* Less than 1%

Participants were also asked for suggestions on how the activity could be improved and for general comments. Remarks were overwhelmingly positive with statements such as "Excellent," "Very informative," "Helpful," "Interesting," "Well organized" and "Motivating." There were occasional suggestions that were course specific that might be helpful to the instructor in future planning. Examples are: "More slides could have been shown giving activities at the secondary level;" "Course materials -- could have been passed out before the class began;" and "With respect to my discipline I would like to have seen a demonstration of a behavior objective demonstrated with the necessary task analysis."

Instructors' Pre-Post Evaluation

Instrument - Two instructors devised and used their own pre- and post- knowledge tests in addition to the project evaluation questionnaire. (See Appendix K). A statistical analysis showed the pre-post differences for both courses to be significant at the .05 level.

Credits Granted - Although a total of 261 participants enrolled in the 18 courses, not all of them attended nor did all of the attendees earn credit. Table VII shows attendance and credit earned.

TABLE VII

Participants' Attendance and Credit Earned

Attended/Enrolled	Credit/Attended	Total Credit/Enrolled
87%	86%	75%

As may be seen from Table VI, out of the total enrollment, 87% of the people who signed up did attend. Some of these attendees chose to audit the class rather than take it for credit. The percentage of those attending who earned credit was 86%. Using credit earned as an indication, the figures show that 86% of the participants demonstrated skill mastery.

Exportability - In their manual, SHARING EDUCATIONAL SUCCESS, A Handbook for Validation of Educational Practices, (1976), The United States Office of Education considers a validated practice exportable if, "(1) it is feasible to transport it to other school districts and (2) it can be adopted or adapted by other school districts with similar needs and environments," (p. 46). In addition to the success effectiveness of the project, exportability is judged on the basis of the following 13 criteria.

1. Learner Needs
2. Continuation of Learner Elements with State or Local Funds
3. Willingness to Serve as a Demonstration Site if Funded for Dissemination
4. Target Population
5. Learner Involvement
6. Institutional Variables
7. Community and Home Variables
8. Activities Critical to Success
9. Essential Materials (Software)
10. Essential Equipment (Hardware) or Unique Facilities
11. Personnel
12. Personnel Training
13. Special Problems

All 13 items listed under exportability are applicable in the project. However, the items discussed below were felt to be the most important.

Learner Involvement - The Single Skills Project offers a staff development program. The unique characteristic of this project is the short concise module which allows teachers to earn 1/5 recertification credit for 3 in-service hours.

A participant must attend five modules before one credit is accumlated. Therefore modules must be scheduled so the learner can choose from a selection of topics and times.

Personnel - The success of each module depends on the quality of instruction. A needs assessment to determine topics to be presented should be followed by selection of instructors to teach those topics.

The instructors must have the credentials necessary to teach the course.

Findings

1. Single Skills Training Courses were attended by representatives from throughout the District with the majority from Region V where over half its schools were represented.

2. Eighteen courses were offered representing the preferences of 72% of the respondents to a needs assessment survey.

3. The average course enrollment was 14.5.

4. All courses offered were related to CBC and/or education of the handicapped.

5. Most participants found out about the courses through course announcement notices and course description pamphlets.

6. Complete materials were on file for each course.

7. Behavior objectives and skill mastery requirements were presented for each course.

8. A spot check of courses showed adherence to course plans and outlines.

9. Participants perceived the courses as being valuable and enjoyable.

10. Eighty-six percent of those attending courses earned recertification credit.

CONCLUSIONS

1. THE SINGLE SKILLS TRAINING COURSES MET STAFF DEVELOPMENT NEEDS IN REGION V. Representatives from over half the schools in Region V attended courses.

2. THE MANAGEMENT OBJECTIVE OF OFFERING AT LEAST 12 DIFFERENT IN-SERVICE, MODULAR COURSES IN AREAS RELATED TO CBC AND EDUCATION OF THE HANDICAPPED, WAS MET. Eighteen courses were offered with 5 directly related to CBC, 5 directly related to Education of Handicapped and 8 to both.

3. THE INSTRUCTIONAL OBJECTIVE OF DEMONSTRATING SKILL MASTERY WAS MET BY AT LEAST 87% OF THE PARTICIPANTS. Each participant who received credit demonstrated mastery of the skill at the level required.

4. PARTICIPANTS LIKED THE COURSES AND VIEWED THEM AS BEING VALUABLE. They considered the courses to be enjoyable, practical, and helpful, and felt they should be offered repeatedly.

EVALUATION RECOMMENDATIONS

1. The instructional objective, "after completion of three hours of instruction, each participant in a modular course will demonstrate his/her mastery of skill taught at a level, and through the mode specified for each course in its announcement," needs revision to make measurement more meaningful. Although 87% of this year's participants received credit, those who chose to audit the course may also have demonstrated skill mastery.

2. Items 4 and 11 in the Evaluation Questionnaire need to be examined. Item 4, "The workshop required a reasonable amount of homework for me," is not applicable to most of the courses. Where homework was not required, participant responses are not meaningful. Item 11, "If these courses had been offered during the school year after school, would it have been more convenient for you?" will not be a useful item. When courses are offered during the school year, a more appropriate question will be to determine if the courses are spaced properly throughout the year.

APPENDIX A

Guidelines for Potential Instructors of SSTC'S

Guidelines for Potential Instructors of SSTC's

MODULE DEVELOPMENT INFORMATION

The Single Skill Training Courses to be developed in the initial implementation semester will, of necessity, be limited in number. They will, however, be addressing the needs as stated in the funded proposal: Implementing Competency-Based Curriculum System-Wide, and Mainstreaming Handicapped Students. The SSTC's will be offered on Tuesday, Wednesday and Thursday of each week, from 4 to 7 p.m., except on holidays that close schools. All modules will be for a three-hour period and will earn .2 or 1/5 recertification credit. No person shall be admitted later than 15 minutes after scheduled class time. Critical areas for module development are listed and commented on. Be sure you pay attention to them as you prepare your module.

1. Title - Be certain that the title is a summary statement of the module. Avoid fancy titles that might be misleading.

2. Objectives - These should be behaviorally stated and measurable. They should be hierarchically arranged. These will be used in the brief course descriptions to be published for teacher selection and registration.

3. Activities - These should be specific, hands-on, participatory and in performance agreement with the stated objectives. All modules must have out-of-class assignments or activities which are integrally related to the objectives. They may be pre-, post-, or both. Participants may be allowed 10 days following the class meeting to complete a given post-class assignment.

4. Assessment - These activities must agree with stated objectives. They may be performed out of class and submitted to instructor no later than 10 days following the modular experience.

The participant evaluation of the workshop must be completed and turned in to the instructor at the close of the session.

All SSTC modules should be submitted in final form and should contain the following documents:

1. Workshop Plan
2. Instructor's Resume
3. Instructor's Information Form

SINGLE SKILL TRAINING COURSES

Instructor's Administrative Procedures

1. Enrollment

For each SSTC there is a class list of participants. This is your official class list and should be used for recording participants absence/presence as well as credit earned.

2. Attendance

Each participant should be on your class list and have a module attendance form for your class. These should be collected at the beginning of the class. This allows for accurate recording of attendance and eliminates the necessity for roll call, if a participant is on your forms accompanying your class list. Enter the name and social security number of any added participants on your pre-printed class list.

3. Credit

Credit will be awarded to those participants who successfully participate in the workshop and successfully complete out-of-class assignments. Mere physical presence does not automatically guarantee credit. Post-workshop assignments must be received from all participants no later than 10 calendar days from the date on which the workshop was held. It is recommended that you retain these completed assignments for at least one semester after the one in which your class is taught, but they need not be turned in to the Regional Office.

4. Instructor's Reporting Procedures

No later than 15 days after the workshop, the instructor should submit to the SSTC Office, Attn. Mrs. L. M. Leisner, the documents listed below:

a. All Module Attendance Forms
b. All Module Evaluation Forms
c. The Pre-printed Class List with the Reporting Columns Clearly Marked Regarding Absence/Attendance and the Awarding of Credit/No Credit
d. A copy of any material given before, during and/or after the class.
e. Suggestions for planning, implementing and evaluating present and/or future modules.

APPENDIX B

Instructor's Module Plan

SINGLE SKILL TRAINING COURSES

INSTRUCTOR'S MODULE PLAN

Title: .....

Instructor(s) .....

.....

Projected acceptable minimum/maximum load: .....

Objectives Stated behaviorally:
(Attach Hierarchy)

.....

.....

.....

.....

.....

Activities: (Given estimated time requirements for each.)

In-class.....

.....

.....

.....
Use additional sheets, if necessary.

Out-of-class.....

.....

.....

Assessment: .....

.....

.....

Materials and/or equipment needed: .....

.....

.....

APPENDIX C

Evaluation Questionnaire

REGION V - TITLE IV/C
In-service Staff Development Project

EVALUATION
Single Skill Training Courses

ACTIVITY_____
Course Title -- Instructor's name

We need your help in evaluating the effectiveness of this activity. Your remarks will assist us in providing staff development opportunities of high quality. Please indicate your degree of agreement with each statement by placing a check mark in the appropriate box.

This workshop:	Agree Strongly	Agree Somewhat	Unde-cided	Disagree Somewhat	Disagree Strongly
1. was just I expected.					
2. required active participant involvement.					
3. accomplished its listed objectives very well.					
4. required a reasonable amount of homework for me.					
5. would be of great value for others in my building.					
6. was a stimulating experience.					
7. was practical.					
8. should be offered repeatedly.					
9. will help me in my job.					

Please indicate how this activity could be improved.

_____

_____

_____

_____

10. How did you find out about Single Skills Training Courses? Please check all that apply.

    a. Course announcement notice _____

    b. Course description and schedule pamphlet _____

    c. Daily bulletin _____

    d. Another teacher _____

    e. Staff meeting _____

    f. Other (Please explain.) _____

11. If these courses had been offered during the school year, after school, would it have been more convenient for you?

    _____Yes _____No

12. Comments:_____

_____

_____

_____

APPENDIX D

Representation at SST Classes

Schools, Regions, Special Programs Represented at SST Classes

Banneker

Cleveland

Draper

FOCUS

Garrison

Gist

Lewis

Lincoln

Meyer

Montgomery

Petworth

Rabaut

Raymond

Region II

Roosevelt

Seaton

Shaed

Title I

Truesdell

Tubman

M. M. Washington Vocational S.H.S.

West

Woodson JHS

APPENDIX E

Needs Assessment Survey

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
OFFICE OF THE REGIONAL SUPERINTENDENT
BRUCE ADMINISTRATION BUILDING
770 KENYON STREET, N. W.
WASHINGTON, D. C. 20010

REGION V SINGLE SKILL TRAINING COURSES
Room 304/C Bruce-Monroe School

February 26, 1979

To All Region V Teachers and Any Other Interested Persons:

This is a call for help! Please read the listed suggested titles of possible SSTC's. If you see one you might be interested in, check the appropriate line. If you don't see any that fit your needs, please suggest. Write your suggestions on the lines at the end of the list.

Return this form to me at Room 304/C, Bruce-Monroe Elementary School, Rte. # 2, no later than March 16, 1979.

Further information will be sent to you when the courses are set.

Thank you very much.

Sincerely,

Signed: (Mrs.) Lucille M. Leisner, Project Coordinator

SUGGESTED TITLES

_____ How to Construct Behavioral Objectives

_____ Making Hierarchies with Objectives

_____ Using Learning Activities that Agree with Objectives

_____ Using Assessments that Agree with Objectives

_____ Classroom Management for CBC

_____ Record-keeping in a CBC Classroom

_____ Strategies for Individualizing Instruction

_____ Classroom Management for an Individualized Science Program

_____ Teaching the Skill of Observation

SUGGESTED TITLES
(Continued)

_____ Teaching the Skills: Identifying, Naming, Describing

_____ Teaching the Skills: Demonstrating, Distinguishing, Ordering

_____ Teaching the Skills: Stating a Rule, Applying a Rule, Constructing

_____ Defining "The Handicapped Student"

_____ Techniques for Effective Mainstreaming

_____ Constructing Learning Centers

_____ Using Media Kits Effectively

_____

_____

_____

_____

_____

_____

_____

APPENDIX F

Schedule of Classes

Monday	Tuesday	Wednesday	Thursday	Friday
6/18-9:00-12:00	6/19-9:00-12:00	6/20-9:00-12:00	6/21-9:00-12:00	6/22-9:00-12:00
Making Bulletin Boards Functional 79-6	Individualizing Instruction Through Learning Centers 79-3	Task Analysis: How to Break Down a Skill 79-17	Individualizing Instruction Through the Flexible Grouping Technique 79-2	Behavior Management Techniques 79-18
6/18-1:30-4:30	6/19-1:30-4:30	6/20-1:30-4:30	6/21-1:30-4:30	
Teaching Methods for Students with Special Needs 79-15	Interpretation of Norm-Referenced Test Scores 79-11	Preparing an I.E.P. 79-16	Identifying Student Learning Styles 79-5	
6/25-9:00-12:00	6/26-9:00-12:00	6/27-9:00-12:00	6/28-9:00-12:00	6/29-9:00-12:00
Defining and Identifying the Handicapped Student 79-13	Classroom Management for Individualized Science 79-1	Effective Use of Multi-Media Materials for Individualizing Instruction 79-4	Interpreting P.L. 94-142 79-12	Constructing Behavioral Objectives Using the Nine Action Words 79-7
6/25-1:30-4:30	6/26-1:30-4:30	6/27-1:30-4:30	6/28-1:30-4:30	
Constructing "Agreeable" Instructional Systems 79-8	Managing a CBC Classroom 79-10	Teaching the Skill of Observation 79-9	Techniques for Mainstreaming the Handicapped 79-14	

APPENDIX G

Enrollment Per Class

Enrollment Per Class

Title of Class	Enrollment
Classroom Management for Individualized Science	11
Individualizing Instruction Through the Flexible Grouping Technique	15
Individualizing Instruction Through Learning Centers	14
Effective Use of Multi-Media Materials for Individualizing Instruction	16
Identifying Student Learning Styles	18
Making Bulletin Boards Functional	11
Constructing Behavioral Objectives Using the Nine Action Words	15
Constructing "Agreeable" Instructional Systems	14
Teaching the Skill of Observation	11
Managing a CBC Classroom	17
Interpretation of Norm-Referenced Test Scores	11
Interpreting P.L. 94-142	12
Defining and Identifying the Handicapped Student	7
Techniques for Mainstreaming the Handicapped	18
Teaching Methods for Students with Special Needs	16
Preparing an I.E.P.	15
Task Analysis: How to Break Down a Skill	16
Behavior Management Techniques	24

APPENDIX H

Relationship of Courses to CBC and Education of the Handicapped

Relationship of Courses to CBC and Education of the Handicapped

Course Number	Title of Course	Related to CBC	Related to Education of The Handicapped
79-10	"Managing a CBC Classroom"	X	
79-7	"Constructing Behavioral Objectives Using the Nine Action Words"	X	
79-8	"Constructing 'Agreeable' Instructional Systems	X	
19-17	"Task Analysis: How to Break Down a Skill"	X	
79-1	"Classroom Management for Individualized Science"	X	
79-13	"Defining and Identifying the Handicapped Student"		X
79-12	"Interpreting P. L. 94-142		X
79-16	"Preparing an I. E. P. "		X
79-14	"Techniques for Mainstreaming the Handicapped"		X
79-15	"Teaching Methods for Students with Special Needs		X
79-9	"Teaching the Skill of Observation"	X	X
79-18	"Behavior Management Techniques"	X	X
79-5	"Identifying Student Learning Styles"	X	X
79-11	"Interpretation of Norm-Referenced Test Scores"	X	X
79-3	"Individualizing Instruction through Learning Centers"	X	X
79-2	"Individualizing Instruction through the Flexible Grouping Technique"	X	X
79-6	"Making Bulletin Boards Functional"	X	X
79-4	"Effective Use of Multi-media Materials for Individualizing Instruction	X	X

APPENDIX I

Announcement of Single Skills
Training Courses

ANNOUNCEMENT

SINGLE SKILL TRAINING COURSES

A Region V-Title IV/C In-Service Staff Development Project

WHAT ?

Single Skill Training Courses, hereafter to be called SSTC's, are three-hour professional growth workshops designed to increase your proficiency in a single teaching skill. You decide which SSTC best meets your needs and enroll in it for a very rewarding professional modular experience. Attached is a list of titles of possible offerings. If your needs are not included, please add on in the space provided. Each module will carry .2 (1/5) recertification credit.

WHO ?

All teachers and counselors of Region V are eligible to enroll. Administrators and community persons may be accepted on a space-available contingency. Professionals from other regions may also be accepted on the space-availability basis.

WHEN ?

Every Tuesday, Wednesday and Thursday (except when they fall on school holidays), from 4 to 7 p.m., SSTC's will be offered. Descriptions and a schedule of course offerings and their meeting places will be sent out to all schools in time for you to choose and register for those which interest you.

REQUIREMENTS ?

You must register for the module at the appropriate time. Each participant must attend the workshop for the entire three hours, participate in all of its activities, and successfully complete the assignments in the time specified by the instructor.

HOW ?

Registration Forms will be available in your school at the same time that the course descriptions and schedules are sent. These forms must be completed, signed and received by the SSTC Office at least 10 days (school days) before the course is scheduled. Mark your registration form, Attn: Mrs. L. M. Leisner.

CREDIT ?

Each module successfully completed will earn .2 (1/5) recertification credit. To earn one (1) credit, five (5) SSTC's must be completed during the school term. Credit will be tabulated and reported to the Board of Examiners only at the end of the school year. Fractions of credits will not be reported, therefore, if recertification is one of your needs, you must complete successfully at least five (5) modules.

APPENDIX J

Sample Plans for Single Skills Training Courses

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PLANS FOR IN-SERVICE PROGRAM ACTIVITIES

COURSE TITLE: SINGLE SKILL TRAINING COURSE: Identifying Student Learning Styles

STATEMENT OF SPECIFIC OBJECTIVES (See Standard 1): At the end of the class period, each participant will be able to identify and describe at least five student learning styles, five teaching styles, analyze one of his current teaching units to determine its teaching styles, and match them with student learning styles for most effective instructions.

TENTATIVE SCHEDULE OF EVENTS: This module will be taught initially on June 21, 1979, and the three hour session will be repeated during the 1979-80 school year as the need arises.

DESCRIPTION OF COURSE: Demonstrations of di ferent student learning styles will be used for determining their identifications; teaching styles will be demonstrated for the same purpose. Participants will select and analyze one of their teaching units, identifying the teaching styles they use to accomplish its objectives, and match these teaching styles with student learning styles for the most effective instructional program.

MATERIALS AND FACILITIES TO BE UTILIZED (See Standard V):
Site: Bruce-Monroe
Simulated classroom with the usual classroom equipment, materials, etc.

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS: Discussion, role-playing, analysis and written planning

EVALUATION DESIGN (See Standard III): Participants will be judged successful upon completion of the stated objectives, and upon their construction of the matched set of student/teaching styles for their instructional unit. The Department of Research and Evaluation has developed an evaluation design for the total project.

Submit with Application for In-Service Program Approval

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PLANS FOR IN-SERVICE PROGRAM ACTIVITIES

COURSE TITLE: SINGLE SKILL TRAINING COURSE: Behavior Management Techniques

STATEMENT OF SPECIFIC OBJECTIVES (See Standard I): Upon completion of this course, participants will be able to identify behavior assessment instruments, construct and administer behavior assessment instruments, describe behavior management techniques and apply behavior management techniques to situations..

TENTATIVE SCHEDULE OF EVENTS: This module will be taught initially on June 22, 1979, and will be repeated during the 1979-80 school year as the need arises.

DESCRIPTION OF COURSE: Identification of specific behaviors; constructing terminal objectives related to specific behaviors; demonstration of construction/implementation of baseline charts; explanation/identification of management techniques and related activities.

MATERIALS AND FACILITIES TO BE UTILIZED (See Standard V):
Site: Bruce-Monroe School
Overhead, 16 mm projectors, screen, transparencies, film chalkboard, handouts

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS:
Film viewing
Group discussion
Demonstrations
Role playing

EVALUATION DESIGN (See Standard III): Participants will relate a baseline measurement and appropriate management technique to a hypothetical situation, and will construct one baseline chart. The Department of Research and Evaluation has developed an evaluation design for the total project.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PLANS FOR IN-SERVICE PROGRAM ACTIVITIES

COURSE TITLE: SINGLE SKILL TRAINING COURSE: Managing a CBC Classroom

STATEMENT OF SPECIFIC OBJECTIVES (See Standard I): At the end of the class period each participant will be able to use the instructional objectives from his Form A to construct learning hierarchies, and demonstrate how these may be used to diagnose student competencies and record individual student progress.

TENTATIVE SCHEDULE OF EVENTS: This module will be taught on June 26, 1979, and the three hour session will be repeated during the 1979-80 school year as the need arises.

DESCRIPTION OF COURSE: Instructional objectives from Forms A will be used to construct learning hierarchies; demonstration of techniques for using the hierarchies for managing student progress records and for diagnostic purpose.

MATERIALS AND FACILITIES TO BE UTILIZED (See Standard V):
Site: Bruce-Monroe
Forms A, Samples of Hierarchies, Charts, Transparencies, Overhead Projector

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS:
Pre- and Post-testing
Discussion and examination of sample hierarchies
Constructing hierarchies

EVALUATION DESIGN (See Standard III); Participants will be evaluated on the gain between pre- and post-test and on the accurate construction of their hierarchies. The Department of Research and Evaluation has developed an evaluation design for the total project.

APPENDIX K

Sample Pre-Post Assessment Instruments for Instructors

Your Code_____

TEACHING THE SKILL OF OBSERVATION
Assessment

Using a rating scale from 1-5 with number one meaning "very well" and number five meaning "not at all", check the number that best describes your ability to complete the following tasks.

1.	I can observe an object and list its properties.	1	2	3	4	5
2.	I can construct statements of observations that describe observable changes of properties of an object.	1	2	3	4	5
3.	I can construct inferences when given a set of observations.	1	2	3	4	5
4.	I can distinguish between observations and inferences.	1	2	3	4	5
5.	I can list five sources of information used to develop the skill of observing.	1	2	3	4	5

MANAGING A CBC CLASSROOM
Assessment

Using a rating scale from 1-5 with number one meaning "very well" and number five meaning "not at all", check the number that best describes your ability to complete the following tasks.

1. I can write a terminal objective.	1	2	3	4	5
2. I can write enabling objectives.	1	2	3	4	5
3. I can construct a learning hierarchy.	1	2	3	4	5
4. I can distinguish between formal and informal techniques for diagnosing student needs.	1	2	3	4	5
5. When given an objective, I can design informal assessment items.	1	2	3	4	5
6. I can construct models for recording student progress.	1	2	3	4	5